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IDENTIFIERS	*Glasser (William)

ABSTRACT

The learning module described is for the use of teachers who wish to learn the technique of classroom meetings to create an atmosphere of unity within the group. The scope and sequencing of topics in this module are outlined, and the activities and resources involved in its use are described. Also included in this report are ordering information on materials and a critique of the module. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: WILLIAM GLASSER'S CLASSROOM MEETINGS

Publication Date(s): June 1971

Intended Users: Pre or Inservice for teachers, aides, student teachers or persons who have close relationships to classroom (where practical work for this package takes place)

Grade Level(s): Elementary and Secondary

Number: Any number can use the programmed text on an individual basis

Primary Focus: To learn about one technique for creating a classroom environment of unity, trust and mutual respect -- is the main focus.

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School subject(s) and/or in-service topic(s) covered: Three tasks are designed to help user: 1) define Glasser's classroom meetings, 2) list and explain types of classroom meetings, 3) evolve a list of at least eight characteristics of Glasser's classroom meeting. Mastery of the technique will enable adults to evaluate student progress, to provide structures for students to find solutions to their own or group problems, and to raise questions for discussion that are of interest to them.

What participant does in using the materials: The participant: reads the ten dittoed pages which comprise the product; takes a written pretest (included in product, and graded by supervisor); performs tasks as specified in classrooms and takes an orally administered posttest (questions listed in product).

Resources:

Required are a classroom of children to work with and a supervisor with whom to discuss material and by whom pre and post tests are administered. The developer recommends reading William Glasser's Schools Without Failure (New York: Harper& Row, 1969), Chapters 10, 11 & 12 as an alternate source to the information contained in the product.

Describer critique: This combination of tasks, tests and readings is a confusing presentation of an otherwise matter-of-fact technique. Perhaps the attempt to program learning and assess outcomes reduces the potential for experiencing an interesting journey/discovery. Instead, it becomes a series of hurdles, such as facts to be collected, questionnaires to be administered and tests to be taken.

SP014 002

1.0 PURPOSES:

Instructional objectives, as stated by the developer, are:

Tas I: The i.m. (instructional manager-teacher, aide, etc.) will be able to define the term "classroom meeting" as it is used by William Glasser to the satisfaction of the facilitator at the time of the POST ASSESSMENT.

Task II: The i.m. will be able to list and explain three types of classroom meetings to the satisfaction of the facilitator during the POST ASSESSMENT.

Task III: The i.m. will be able to evolve a list of at least eight characteristics of Glasser's classroom meetings to the satisfaction of the facilitator during POST ASSESSMENT.

Task IV: The i.m. will be able to apply the principles of classroom meetings by holding at least five meetings of any type or combination of types with a single class of children.

2.0 CONTENT — Scope and Sequencing of Topics:

The Table of Contents lists topics in this order:

1) Prerequisites for product (a classroom of children to work with)
2) Instructional objectives (see 1.0)
3) Rationale (see Primary Focus, page 1)
4) Materials and Facilities Required (a copy of William Glasser's Schools Without Failure [see Resources, page 1] is optional; a classroom of children is required)
5) Preassessment:
   a) four items of inquiry, each corresponding with the four tasks in the product
   b) explanation of grading procedure
   c) prescription form - a grid to record grades
6) Task I: William Glasser has defined the classroom meeting as "a meeting in which the teacher leads a whole class in a non-judgemental discussion about what is important and relevant to them." Three exercises, each explaining a part of the definition, follow and are to be completed in this task.
7) Task II: "There are three kinds of classroom meetings...The Social-Problem Solving, the Open-Ended and the Educational-Diagnostic". The three kinds are each defined with explicit exercises to be performed as a means of further definition.
8) Task III: "The i.m. will be able to evolve eight characteristics of Glasser's classroom meeting." Participant completes task by making three kinds of lists, for example: "list the three characteristics of a classroom meeting that are dealt with by the definition of a classroom meeting in Task I".
9) Task IV: "the i.m. will be able to apply the principles of classroom meetings by holding at least five meetings of any type or combination of types...". Participant, to complete task must "write a brief description of each classroom meeting held. Indicate time, place and type of meeting".
10) Post assessment: four questions, each corresponding with a task in the product, must be answered to the satisfaction of the supervisor. If an unsatisfactory grade is attained in any task item, remediation must be sought from the supervisor.

It is inferred that participant proceeds from topics one through ten (as listed in the Table of Contents).

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Participant takes a pre-assessment test, performs four tasks, and takes a post-assessment test. In order to perform the tasks, it is necessary to work in a classroom of children with whom participant is familiar. Tests are administered by a supervisor. It is possible to study the tasks individually or with others.

3.2 Help given in use of product:

A classroom of children to work with is essential. So is a supervisor; both for purposes of administering and grading assessments, and for remediation assistance, if required.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

An integral part of the product design are pre assessment and post assessment components. Particulars of each are delineated in the product, including questions to be answered and methods of grading and recording grades.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Participant requires a supervisor to administer assessments and provide remediation, if needed. A classroom of children to work with is the sole, stated prerequisite. The developer does not indicate length of time needed to use the product and complete the tasks. However, a semester should be an ideal time-frame in which to thoroughly explore the concept, perform the tasks and then do further study by way of reading, designing new tasks and extending the concept to become more specific to one's local situation.

5.2 Distributor name/address:

Office of Field Services
Western Washington State College
Department of Education
Bellingham, Washington 98225
(206) 676-3090

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
WILLIAM GLASSER'S CLASSROOM MEETINGS (#48)	.25	-	1	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Robert M. Rice developed the product. It was then used by Dr. Herbert Hite, professor of education at Western Washington State College in Bellingham, Washington, in the training of pre-service teachers.

6.2 How developed and when:

This learning package was produced according to terms of a grant from the United States Office of Education to Seattle Public Schools and Western Washington State College through the Washington State office of Superintendent of Public Instruction.

A Design Team reviewed the available literature on inservice education. The Design Team prepared a set of "principles for effective inservice education," gleaned from the literature. A panel of consultants reviewed the list and recommended revisions. The Design Team developed a tentative model for effective inservice education based on the revised principles. The panel of consultants also reviewed this model.

6.3 Evidence of effectiveness with users:

The revised materials were tested by 30 elementary teachers, on the staff of one elementary school. The teachers simulated the steps through which a local faculty would proceed. Final revisions were made in the documents.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The product is designed to teach William Glasser's definition of a classroom meeting according to prescribed tasks. It is in the form of seven dittoed 8½" x 11" pages which are legible.

Content accuracy/social fairness/community acceptance issues:

The concepts of William Glasser's classroom meetings are accurate. There is no evidence of error or ethnic or sex bias.

Overall summary/comment:

The developer uses a programmed approach by indicating step-by-step procedures for learning the concept. Those who prefer to learn about William Glasser's definitions of classroom meetings in the context of a more complete understanding of the technique may prefer to follow the developer's suggested option of reading Glasser's book (in lieu of studying the distillations contained in the product).